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ABSTRACT

An enumeration of teaching-learning resources pertaining to Spanish-speaking groups in America, this publication contains a 40-item selected bibliography on Mexican Americans, a list of 150 sources of general information, over 60 citations of selected materials, and a 28-item list of migrant education materials. The resources cited encompass children's and adults' books, meetings, periodicals, audiovisual aids, educational opportunities, organizations and Federal programs concerned with the Spanish-speaking, bibliographies, articles, speeches, and textbooks. Some of the bibliographic citations are annotated. Also included is an article on the language-instruction programs for Spanish-speaking learners in California, as related to intergroup relations. (NQ)

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A NOTE

This is a list of teaching-learning resources relating to the Spanish speaking groups in America. Bibliographic information of this nature is in very short supply, while the need for the resources is most pressing. Therefore, it was felt that it would be worthwhile if we were to develop as comprehensive a listing as we could and still have it in your hands for the opening of school in September of 1971.

We are grateful to our contributors. We assure the reader that written permission has been obtained so that we may publish these bibliographies.

Your assistance is solicited in making this publication more useful. During the school year many more materials will come to light and at the same time producers will publish more accurate and less biased resources. We would appreciate any additions, annotations and anecdotes on the use of these and other materials.

We are grateful to Mrs. Kathy Coffin and Mrs. Magdalena Spicher for their expert services on this bibliography. We are also grateful to Mrs. Jean Wieman, Miss Nancy Motomatsu and Mr. Thomas Hannan, of the Learning Resources section.

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LANGUAGE INSTRUCTION AND INTERGROUP RELATIONS

An analysis of language instruction (Spanish and English) to Spanish-speaking learners in California public schools, in relation to the search for better intergroup relations

Manuel H. Guerra, Ph.D.

The objective of this study is to explore the diverse language instructional programs addressed to Spanish-speaking learners throughout the State of California, and to clarify and define the basic philosophy, goals and purposes of such programs. This study endeavors to elucidate what social implications are inherent in the environmental teaching situation and their correlation to the basic purposes and aims of each respective program. Moreover, this study is concerned with the total educational program insofar as better intergroup relations are concerned and specifically how the language program may contribute vitally to the democratic processes of integration and involvement in the classroom.

It should be stated at the outset that much confusion exists among the lay public concerning the aims and purposes of language programs (both Spanish and English) and to whom these programs are geared. It also should be stated that present Spanish programs addressed to all children, (Anglo, Negro, Spanish-speaking, etc.) often entertain lofty educational ideals of "world understanding", "cultural enrichment", "world brotherhood", while the problems of the local community are overlooked, the opportunities to use community resources are by-passed, and what is even more important, the need to make classroom recitation and inter-action a dynamic experience in democratic living remains unfilled. In other words, the basic philosophy and goals of the Foreign Language program in California (92% to 94% of which is devoted to Spanish) is not oriented toward the betterment of intergroup relations in the classroom, in the school, and in the community.

1. FLES in California. (Foreign Languages in the Elementary Schools). The mandated Foreign Language program in the elementary schools (Education Code 7604.6), concerning 6th, 7th, and 8th grade instruction, does not specify the language of instruction. This is left to the individual school board and district. Between 92% and 94% of this instruction is Spanish.

The basic prupose of this program, outlined by the professional societies to which the State Department of Education of California subscribes (Modern Language Association of America; the AAT's USOE, etc.) as well as the Spanish Curriculum Committee of the State Department of Education, is to teach a second language in all four skills (listening, speaking, reading, writing) in the New Key--the audio-lingual method. The object of instruction is bilingualism--or the closest approximation to it. Culture and civilization is introduced to reinforce learnings and understandings about the life, art, and people of the society studied.

All children may participate in this instruction, regardless of ethnic background, intelligence quotient, or academic level. Some FLES programs start before the 6th grade; some are addressed to only the highly motivated and culturally enriched children; some exclude the Spanish-speaking child under one of five exclusion clauses of the "Casey Bill" which authorized the program; many methods of instruction are used, including educational television, specialist teachers, self-contained classroom teachers, audio-visual aids, etc. What is important to state here, as it has been said before, is that the social value of FLES has seldom become an integral part of the program, either in objectives or practices, and the opportunity to teach better intergroup relations escapes the attention of many administrators and teachers. The latter do not know what to do with Spanish-speaking children during the Spanish program, and in many instances these youngsters are excluded from the program entirely.

2. ESL. There are two basically different programs of English as a Second Language. In one the teacher uses the Spanish language as a bridge to teach English, thereby strengthening the learners' self-respect and cultural heritage. In the other, the teacher does not use the native tongue, or perhaps uses it only incidentally to instruction, and he is not concerned with bilingualism or the social problems of this learner; he is only concerned with linguistic achievement in English. Both programs are professionally defensible on purely linguistic grounds, but is is unfortunate that in many instances "what" we teach is emphasized at the expense of "whom" we teach. The social goals of our society are not considered legitimate problems of the classroom, which contains children of diverse ethnic and language backgrounds.

3. Spanish for Spanish-speaking children. This is a relative newcomer in some parts of our state, although in New Mexico and Texas there have been various programs and experiments in this subject for several years. This program has two parts:

a. Spanish-language and culture instruction for the Spanish-speaking child to develop fluency in the language of his heritage, to develop pride in his culture as well as social identity for emotional and psychological reasons, and to cultivate the language talents and capabilities this youngster has acquired at home in order to broaden his humanistic understanding, develop world awareness, and contribute substantively to the mainstream of American life, be it in the community, the Peace Corps, AID, other government programs in Central and South America or Spain, or for his own personal enrichment.

b. To broaden the base and establish psychological rapport between teacher and learner in order to begin English instruction using Spanish as the familiar frame of reference. That is, Spanish as a bridge to learn English. This approach differs from the ESL approach in that the social philosophy predominates and linguistic goals are a means to an end--bilingualism and biculturalism--in which the ultimate objective

is language development in two equal spheres of articulation, and social integration of Mexican heritage in the mainstream of American life. Cultural pluralism is respected and sought, that is, the ability of the Mexican American child to function effectively, competitively, and happily in both language and culture environments.

4. The problem of language segregation. Segregation of Mexican American children or any group of Spanish-speaking youngsters in a homogeneous educational situation is often carried out as an attack upon a mythical villain, "Spanish", as an expedient way of bringing together children with a similar "problem", or as an isolation of the contaminating malignancy of children whose citizenship remains somewhat foreign or uncertain. It is most unfortunate that good intentions cause such bad results, partly because of a blindness which loses sight of our educational democracy. For most of the children in question are American citizens, or will be some day, and practices of segregation along linguistic lines stand in the way of the very goal which they endeavor to achieve. If the classroom cannot be an example of the American democratic process, then it defeats its own purposes. Isolation and segregation of children for the purposes of instruction deny interaction and exchanges among children of diverse backgrounds. They rob the child of the opportunity to see himself and his neighbor in a realistic environment in which social differences coexist and respect one another in social harmony. This adulteration of the classroom with its corresponding weakness and myopia penalizes all children: the Spanish-speaking child because it deprives him of making a contribution among his peers; the Anglo child because it deprives him of the benefits to be derived from exchanges with his Hispanic classmates; the Negro child because it denies him the opportunity to gain from this classroom inter-action and learn that language differences discriminate just like color; and other youngsters because they are cheated out of the experience of belonging to a society of many ethnic and social differences, in which the classroom prepares our children for the challenges of community living. Thus, if the classroom does not convey a realistic picture of American society, our children will not be prepared to live a healthy and happy life in a community fraught with ignorance, prejudice and fear.

5. Perhaps an effective substitute for homogeneous grouping would be to bring the Spanish-speaking children together for language orientation, English phonetics, and appreciation of both bilingual and bicultural abilities. Then move these children into the Spanish FLES classes and integrate the Spanish program in the elementary school with both Anglo and Mexican American youngsters. Such children could exchange their skillful use of Spanish for assistance in English and reading. Using Spanish in the classroom would give them new pride, new status, and new incentive. Moreover, Spanish instruction could become more and more bilingual, until what is presently termed the "Spanish program" would in reality be a "Spanish and English" program. When Spanish and English are used without restraint in the classroom, without stigma, without apologies, classroom atmosphere will lead to better Spanish and English learning. By implication, the dignity of children who come from Spanish-speaking homes will be enhanced, and their psychological desire to learn English greatly strengthened.

6. Our concern for intergroup relations embraces all children in the classroom, school and community. But we are equally concerned that the opportunity to study another language is not abridged by our concern for the Spanish-speaking child and the English and Spanish programs addressed to him. Therefore, we would not like to see the programs of French, German, Italian, Chinese, Japanese, etc., suffer because we wish to improve the quality of education in one area. In a smaller degree, the social purpose of language instruction exists among Chinese-Americans, Japanese-Americans, Portuguese-Americans, Italina-Americans in California, just as the Filipino, Puerto Rican, Cuban, Central and South American groups in California society are helped in the Spanish program. When we improve the Spanish program among Spanish-speaking learners or non-Spanish-speaking learners, or the English program among Spanish-speaking learners, let us make provisions for the teaching of other languages.

7. Summary and Recommendations. The teaching of Spanish to Spanish-speaking learners and the teaching of English to Spanish-speaking learners represents the same coin viewed from both sides. Language instruction, both English and Spanish, among the Spanish-speaking population of California is a complex and serious problem. This problem has not been clarified or resolved to this date because there is not a program which vigorously addresses itself to the Spanish-speaking learner with initiative and imagination. Moreover, the severity of the problem is counterbalanced by the advantage and talent of the bilingual person, either because he possesses language ability or because he possesses the potential for language ability. Thus, the widely misunderstood "problem" of the Spanish-speaking learner is also a gift and an asset.

But language programs in the public schools of California, particularly as they refer to Spanish instruction, fail to take advantage of an excellent opportunity to improve intergroup relations. Despite their sophisticated goals and objectives, they overlook community problems and needs. It should be stated that international understanding begins at home, in fact in the classroom. Such programs should incorporate in their humanistic outlook the critical needs of our community. World understanding and cultural enrichment are noble goals of humanistic endeavor, but they are meaningless if ethnic tensions and racial discord destroy the integrity of the school. There is a vital need to make Spanish instruction a vehicle of intergroup understanding in the State of California, and English as a second language a means to that end.

Segregated classrooms defeat their own purpose. Language segregation among Spanish-speaking learners is undemocratic, unrealistic, and retrogressive. Psychologically, the Spanish-speaking learner develops a resistance to English instruction which later is impossible to overcome.

It would be well to reflect and understand that language learning is the key to the door of happiness and success, or to the door of reticence and failure, depending on whether we lose sight of the human being to whom we gear our teaching and the vision of a better society.

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BY SUSAN SHATTUCK BENSON

INCLUDED IN THIS SECTION ARE SOURCES OF INFORMATION ON BOOKS, MEETINGS, PERIODICALS, AUDIO-VISUAL AIDS, EDUCATION OPPORTUNITIES, ORGANIZATION AND FEDERAL PROGRAMS CONCERNED WITH THE SPANISH-SPEAKING. INCLUSION OF A BOOK IN THIS SECTION IS NOT A RECOMMENDATION, IT SIMPLY MEANS THAT IT HAS SOME INFORMATION OF VALUE TO TEACHERS AND LIBRARIANS SERVING THE SPANISH-SPEAKING. WORKS NOT EXAMINED HAVE BEEN LEFT UNANNOTATED.

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Wright, Doris. "San Antonio's Fight Against Illiteracy" Volunteers help Mexican-American adults learn to read. In American Education, November 1970, pp. 21-22. Note: for more information on the San Antonio Literacy Council, Inc. Write to: San Antonio Literacy Council, Inc. 408 Fourth Street, San Antonio, Texas 78205. For more titles for teachers and librarians, see section on ERIC. See also LIBRARY INSTITUTES AND MEETINGS.

ERIC - EDUCATIONAL RESOURCES INFORMATION CENTER (FOR THE SPANISH-SPEAKING)

Educational Resources Information Center (for the Spanish-speaking). ERIC clearinghouses contain quantities of material on Mexican Americans, and Puerto Ricans much of which is unpublished or not usually available. Most of the entries are for education, but specialized linguistic, sociological, psychological, and economic studies are not uncommon. The files are especially helpful in locating such things as working papers, conference speeches, and political statements.

Further information may be obtained from the United States Department of Health, Education and Welfare, Office of Education, Bureau of Research, Educational Resources Information Center, Washington, D. C. A List of ERIC materials on Mexican-Americans and Puerto Ricans may also be obtained from the LEER Offices.

ETHNIC ORGANIZATIONS

Note: It is important that librarians work through a local ethnic organization to assure that library programs for the Spanish-speaking reach as many people as possible, that they be understood by non-Spanish-speaking, and that they be as closely tailored as possible to local needs and wishes. There are hundreds of organizations, some of which could be of help to you. For local and national organizations check the following directories or write to us for information:

Cabinet Committee on Opportunity for the Spanish-Speaking. Directory of Spanish Speaking Organizations in the United States. July 1970. 224 pp. Free. National organizations, local organizations arranged by state-city. Entries include name of organization, address, telephone, principal officer, scope, date established, ethnic membership, frequency of meetings, objectives, and branch offices, availability of descriptive literature. Cost: Free from the above office, 1800 G Street, N. W., Washington, D. C. 20506.

Office for Spanish-Speaking American Affairs. Office of Education. Puerto Rican Organizations in the Mainland United States. April 1970. Free. Arranged by subjects which include: Educational, Students, Youth, Civic, Political, Business and Economic Development, Professional Associations, Social-Cultural, Veterans, Religious, Women, Athletic-Recreational. Civic and Social-Cultural have the largest number of listings. Entries include name of director or president, address and, in some cases, telephone number.

FEDERAL PROGRAMS - 1971

American Education's annual guide to OE-Administered Programs, updated for fiscal year 1971 and including all new programs, was published in the November issue. Reprints are available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Order number OE-11015-71, price 20¢ per copy.

HIGHER EDUCATION OPPORTUNITIES

Foundation Grants for the Spanish-Speaking. Among the grants to improve education for minority groups was the new Ford doctoral fellowship to prepare Mexican-Americans and Puerto Ricans to enter the field of college teaching. For details write: Doctoral Fellowships for Mexican-American and Puerto Rican Students, Ford Foundation, 320 East 43rd Street, New York, New York 10007. Ford also gave Wesleyan University in Connecticut $12,608 for especial educational services for Puerto Rican students.

Library Training for Minority Groups. The Graduate School of Library Service of the State University of New York at Albany is recruiting minority group students from junior colleges and providing them with scholarships to complete their work toward a Bachelor's Degree and to then go on to earn a graduate library degree. For information write to Professor Robert Burgess.

Mexican American Studies Programs and Institutes. Listed in the March 1970 Report (copies of which are still available) of the Office for Spanish Speaking American Affairs, U. S. Office of Education, Washington, D. C. 20202.

LIBRARY INSTITUTES AND MEETINGS

International Meeting of Librarians in Mexico. The Seminar for the Acquisition of Latin American Library Materials (SALALM) was created in 1956 by librarians and scholars from academic and research libraries from many parts of the world to solve problems of obtaining Latin American materials. Its annual meeting immediately precedes that of ALA and is frequently held in a nearby city. At the 1971 annual meeting in Toronto, Canada, an ad hoc committee on Library Service to the Spanish-speaking was formed to determine whether or not school and public librarians serving the Spanish-speaking in the United States would care to participate actively in ASLALM, and if so, to decide what their objectives and role within the organization would be. At the 1971 meeting in Puebla, Mexico June 14-17, their response will determine whether or not the ad hoc committee will be made permanent.

School and public librarians in Latin America have as much trouble getting materials from other Latin American countries as librarians in the United States. SALALM offers the opportunity to share experiences and common problems at national and international levels and to work together for their solution.

If you are interested in attending the meeting, or wish to express your support for the formation of the Committee, and/or your willingness to contribute to its work and if you want further information on SALALM, write to: Proyecto LEER, Library Development Program Organization of American States, Washington, D. C. 20006.

Institutes for Training in Librarianship; Summer 1971 and Academic Year 1971-72. (Higher Education Act of 1965, Title II-B) is ready for distribution. Write to: Frank A. Stevens, Chief Training and Resources Branch, Division of Library Programs, Bureau of Library and Educational Technology, Room No. 5680 - ROB 3, 7th and D Streets, N. W., Washington, D. C. 20202 Telephone: 202 963-7496.

Last year from June 8 - July 3, 1970, the Institute to Train School and Public Librarians to Work in Communities with Large Numbers of Mexican Americans and/or Indians was held at New Mexico State University in Las Cruces, New Mexico under the direction of Dr. Everett D. Edington, the Institute endeavored to help librarians understand and appreciate the cultural differences of these minority groups in order to improve library services to them. As a result of the Institute a manual was prepared for librarians and teachers that is now being tested. It is tentatively titled, Library Services for Indians and Mexican Americans and will be available in the Spring of 1971 from: Educational Resources Information Center (ERIC), Clearinghouse on Rural Education and Small Schools (CRESS), New Mexico State University, Las Cruces, New Mexico 88001. Its aim is to provide a manual that will help other librarians, administrators, teachers, and educational personnel reevaluate their programs and their manner of working with Mexican Americans and/or Indians. Its contents tentatively include: I. Attitudes and Values of American Indian; II. Background of the Mexican American; III. Guide to Selecting Library Materials for Mexican Americans and Indians; IV. Readers and Library Interest Forms; V. Criteria for Judging Library Service to Rural and Small Communities; VI. Areas of Implementation; VII. Bibliographies, Directory of Sources and Other Library Materials Used.

PERIODICALS

Americas, published in both English and Spanish editions. Includes articles, essays, fiction, poetry, book reviews and news of Inter-American activities. Well illustrated. A wide range of topics from pre-Columbian times to present. Good for high school students as well as for the general reader. Monthly. $5.00 1 year. Order from: Sales and Promotion Division. General Secretariat of the Organization of American States, Washington, D. C. 20006. Indicate whether you want it in English or Spanish.

A list of Chicano newspapers with their addresses was published by the Office of Spanish-speaking American Affairs in its March, 1970 Report which is still available from the Office of Spanish-speaking American Affairs, U. S. Office of Education, Washington, D. C. 20202.

Entrelineas, a new magazine designed to reflect Mexican American life and thought. Write to: Francisco H. Ruiz, Co-editor and Publisher, Penn Valley Community College, 560 Westport Road, Kansas City, Missouri 64111.

Report from the Office of Spanish-speaking American Affairs combines current news of Federal education programs with news of ethnic organizations and other information of interest to educators serving the Spanish-speaking. Quarterly. Free. Order from: Office of Spanish-speaking American Affairs, U. S. Office of Education, Washington, D. C. 20206.

Sesame Street. La guia de los padres para la serie de television. (In English and Spanish). Children's Television Workshop, 39 W. 60 Street, New York, New York Attention: Evelyn Vega, Trainer and Researcher Bilingual Department. In limited supply. Free. Contains some errors in language usage.

AUDIO VISUAL MATERIALS

Educational Systems Corporation, 1211 Conn. Avenue, N. W., Washington, D. C. 20036 has prepared under a NEH grant: color film, Mexican history, made in Mexico, 23 min.; color film, Mexican Americans, made in Southwest, 40 min.; 2 film strips (with sound), same material as films; 1 book, 14 biog. contemporary Mexican Americans. Above may be bought or rented. See also BIBLIOGRAPHIES for audio-visual materials.

CHILDREN'S BOOKS

Symbols used: (P) Paperback; (C) Complier; (E) Editor; (T) Translator; (A) Adaptor; ALL suitable for all ages (included in the adult section); YA Young Adults. For reading level: E Easy (grades K-3); I Intermediate (4-6); A Advanced (7-10); MA More Advanced (11-12).

A B C DE PUERTO RICO. Rosario, Ruben del and Isabel Freire de Matos. Troutman Press 1968 unp. col. illus. $6.95. The vernacular language of Puerto Rico is presented in imaginative poems. E

ACTIVIDADES ARTISTICAS: GRABADO. Valero, Constantino. Santillana 1968 95p col. illus. $1.43. Art of engraving for children and beginners. YA I-A

ADELANTE, CHARLIE BROWN. Schulz, Charles M. Holt, Rinehart and Winston 1969 unp. illus. $1.50. (P) Spanish translation of "You Can Do It, Charlie Brown". I

AGUA Y ATMOSFERA. Palomares Casado, Manuel. Santillana 1969 96p. col. illus. $1.43. Good guide to fairly simple experiments and observations. YA A

EL AMIGO FIEL. [Wilde, Oscar]. Susaeta 1970 unp. col. illus. $0.86. One of the Oscar Wilde imaginative stories. The Faithful Friend. I

AQUI VIENE EL PONCHADO. Kessler, Leonard. Harper & Row 1969 64p. col. illus. $2.92. After Robertito strikes out for twenty one times he asks Guillermito to help him and learns that only hard work will help hit the ball. E

EL ARBOL DE LA VIOLETA. Plenn, Doris Troutman. Troutman Press 1964 128p. col. illus. $3.25. Poetic story of Tico the rooster, Tinya the hen and Abdul the little horse and their lives in Puerto Rico. I

ADVENTURAS DE PITO Y PICO. Fernandez Luna, Concha. Anaya 1965 122 p. col. illus. $1.14. The life and adventures of a six year old boy Pito with his dog Pico. I

BETY GRANJERA. Gaisa [1968] unp. col. illus. $0.71 Bety makes all her friends happy with her generosity even the cow "Aguafiestas" who has a bad temper. E

LOS CAMIONEROS QUE HACEN. Greene, Carla. Harper & Row 1969 64 p. col. illus. $2.92. Truck drivers in the city and on the open road; usefulness of trucks and what truckdrivers do are described in this easy-to-read book that should appeal to young boys. E

LA CANCION VERDE. Plenn, Doris Troutman. Troutman Press 1956 102p. illus. $3.50. A coqui is a small frog that lives in Puerto Rico. Pepe Coqui decides to visit New York and the world beyond the green cane field he lives in. E

EL CASO DEL FORASTERO HAMBRIENTO. Bronsal, Crosby. Harper & Row 1969 64p. col. illus. $2.92. Four boys try to find out who really ate a neighbor's blueberry pie. E

101 DALMATAS. Disney, Walt. Gaisa 1969 59p. col. illus. $1.00 Pongo and Perdita, the Dalmatian dogs, go through a series of adventures to save their 15 puppies, they end up with 101. I

COMO NACE UNA FAMILIA. Castano, Adolfo and Jose R. Sanchez. Fontanella 1966 32p. col. illus. $2.14. How a family is formed explained in an easy language with simple ideas. E

CUENTOS DE LA SELVA PARA LOS NINOS. Quiroga, Horacio. Losada 1970 120p $1.00. Eight stories for children with all the force and expression of this well known writer. YA I-A

LOS CUENTOS DEL SARAMPION. Rico de Alba, Lolo. Anaya [1968] 109p. col. illus. $1.00. Eighteen short stories with nice illustrations. I

DANIELITO Y EL DINOSAURO. Hoff, Syd. Harper & Row 1969 64p. col. illus. $2.92. Danielito goes to a museum, makes friends with a gigantic dinosaur. Both go for a trip around town. E

DESDE LOS INDIOS DIAS. Muniz de Barbosa, Carmer. Departamento de Instruccion Publica de Puerto Rico 1969 96p. col. illus. Puerto Rican stories from Indian times to the present. YA I

DRAMATIZACIONES I. Calleja Guijarro, Tomas. Anaya 1966 100p col. illus. $0.71. Stories, parts of classical works and fables made in very short plays for small children. List of new words and expressions at the end of each. E-I

DRAMATIZACIONES II. Calleja Guijarro, Tomas. Anaya 1966 129p col. illus. $0.89. Dramatizations of stories, fables, classical works. At the end of each is a list of new words and expressions. I

ERIKO EL ESQUIMAL. Gaisa [1968] unp. col. illus. $0.71. Eriko chases the polar bear and brings him triumphantly to the village where they become good friends. E

LA ESCUELA DE LAS HADAS. Nale Roxlo, Conrado. Universitaria de Buenos Aires 1963 59p. col. illus. $2.40. The adventures of Cordelia in her fairy school. I

FABIAN. Nieves Falcon, Luis (e). Edil 1968 20p. illus. $3.00. A day in the life of a Puerto Rican boy. Photo illustrations. E

FABULAS DE ESOPO. Esopo. Susaeta [1965] 120p. col. illus. $0.71. Very short animal stories with a moral. E-I

FABULAS DE SAMANIEGO. Samaniego. Susaeta [1965] 120p. col. illus. $0.71. Very popular Spanish fables in verse form. I

FIESTA EN MARILANDIA. Fernandez Luna, Concha. Anaya 1968 56p. col. illus. $1.43. The day of the big party in Marilandia, Cola Verde the princess and some of her friends live the most adventurous day of their lives when they meet the sun. I-A

FRENTE AL MAR DE LAS TINIEBLAS. Jimenez Landi, Antonio. Aguilar 1967 88p. col. illus. $4.20. Short accounts of sea expeditions from antiquity to the time of Columbus. I-A

EL GATO JEREMIAS. Gutierrez, Fernando (T). Timun Mas 1969 62p. col. illus. $2.86. Eleven short stories about cats. I

EL GIGANTE EGOISTA. Wilde, Oscar. Lumen 1966 110p. illus. $1.14. Stories of Oscar Wilde. The Selfish Giant, The Famous Rocket, The Happy Prince, The Child-Star. I-A

HISTORIAS DE LA VELOCIDAD: AVIACION. Abate, Rosario. Gaisa 1969 92p. col. illus. $3.57. The history of aviation from the time before Christ when man tried to fly like a bird to the present. I-A

HISTORIAS DE LA VELOCIDAD; FERROCARRILES. Enero, V. Gaisa 1969 90p. col. illus. $3.57. Large size illustrations of trains from the earliest locomotives to the modern monorail. I-A

LA LUZ DEL FARO. Cormenzana. Enrique. La Galera 1968 unp. col. illus. $1.14. Mauricio has never seen a light house, Juanito decides to show it to him. An explanation at the end of the story of the history and function of lighthouses. E-I

LEYENDAS ARGENTINAS. Schultz de Mantovani, Frida. Aguilar 1968 70p. col. illus. $2.45. Fifteen legends from Argentina some of which originated in Spain, but were adopted and transformed by the Argentinians over the years. I-A

LA MANZANA ES ROJA. Curry, Nancy. Bowmar 1969 unp. col. illus. $3.24. Children are introduced to some of the fruits and their appearances. Picture book. E

MARAVILLAS DEL MAR. Graaf, Frank de. Gaisa 1968 176p. col. illus. $5.00. Marine animals where and how they live. Beautifully illustrated. I-A

MARAVILLAS DEL MUNDO: INDIOS AMERICANOS. La Farge, Oliver. Gaisa 1968 177p. col. illus. $5.64. This famous specialist on Indians gives a complete picture of the Indians of North America. Illustrations include drawings and paintings from the sixteenth century to the present as well as photos. YA I-A

MITOS Y LEYENDAS. White, Anne Terry (A). Gaisa 1968 154p. col. illus. $5.00. Adaptation of Greek myths and the tales of Beowulf, Roland and others with beautiful illustrations. I

UNA NUEVA TIERRA. Candel, Francisco. La Galera 1967 unp. col. illus. $0.50. (P). Experiences of a family that moves to a new country. E-I

ONCE PUERTAS U UNA ESTRELLA. Carrillo, Morita (C). Banco del Libro [1965] unp. col. illus. $0.66. (P) Compilation of short stories, at different levels by Venezuelans. I

OSITO. Minerik, Else Holmelund. Harper & Row 1969 61p. col. illus. $2.95. Four stories center around Mother Bear and Little Bear who not only takes a trip to the moon but has a birthday party as well. E

EL PAIS DE LAS CIEN PALABRAS. Mata, Martha. La Galera [1968] unp. col. illus. $1.14. There was a country where its people knew only 100 words. But suddenly they started getting ideas and new words. Imaginative story that helps children realize the importance of languages. At the end is a section of related activities. I

PAUKE PRESTO Y EL CUERNO MAGICO. Smulders, Lea. Betis 1965 unp. col. illus. $1.00. In this village nobody wanted to hear the music of Pauke Presto, but his magic horn takes him all over the world to meet people who make music and enjoy it. Beautiful illustrations. I

LA PEQUENA DECORADORA. Covadonga Junquera, Maria de. Betis [1970] unp. col. illus. $1.07. Handicrafts for girls. I

PIPO. Davila, Virgilio. Cordillera 1968 29p. col. illus. $2.00. Selection of some of the poems that this Puerto Rican poet wrote for his grandchildren. E-I

POEMAS Y COLORES. Nieves Falcon, Luis (E). Edil 1968 28p. col. illus. $3.00. Simple poems combined with colorful illustrations will delight the children. E-I

POLEN QUIERE AMAR. Moya, Bienvenido. La Galera 1969 unp. col. illus. $1.14. Pollen carried about by the wind finds out what love is. Useful comprehension exercises and definitions at the end of the story. E-I

PREVENCION DE ACCIDENTES. Gonzalez Garcia-Zabaleta, Gerardo. Everest 1966 94p. col. illus. $1.43. Children's manual on how to prevent accidents of all types. I-A

QUE SEPA WHAT CAN IT BE? Hubp, Loretta Burke (C). John Day 1970 64p. illus. $3.49. Spanish riddles with English translations arranged by subject: Nature, Animals, Man, Letters of the Alphabet, Food, The Church, Miscellaneous. E-I

REGALOS PARA PAPA. Kuhnemann, Ursula. Kapelusz 1968 60p. illus. $1.03. (P). Easy-to-do and inexpensive presents all children can do. I

EL REY PANCHO Y EL PRIMER RELOJ. Lopez, Norberto C. Oddo 1970 32p. col. illus. $3.50. The second race between the rabbit and the turtle with King Jupiter and King Pancho betting on them, results in the first clock being discovered. E-I

ROBIN HOOD. Sigmar 1968 60p. col. illus. $1.70. A few of the adventures of the outlaw Robin Hood, who was kind to the poor and weak, but punished the strong and bad. I-A

EL SALTAMONTES VERDE. Matute, Ana Maria. Lumen 1960 94p. col. illus. $1.43. Two beautiful stories with a moral by a well known Spanish author. I

SAN MARTIN NINO. Fortun, Elena. Aguilar (Buenos Aires) [1950] illus. $0.15. The fictionalized biography of San Martin as a child. I

SE VENDE VILLACANITAS. Rico de Alba, Lolo. Anaya 1967 132p. $0.86. Pedro and Maria were the only ones left in Villacanitas but soon the people came back to the small town tired of life in the big city. I

EL SECRETO DE POLLYANA. Disney, Walt. Gaisa 1968 60p. col. illus. $2.29. Pollyana, having the secret of happiness, makes all the people in Harrington happy. I

SHORA Y LAS CIGUENAS. DeJong, Meindert. Anaya 1968 246p. illus. $1.07. Children of Shora, a Netherland village, are determined to bring storks back to their town. I

SIGUIENDO A LA ESTRELLA. Zavrel, Stepan. Aguilar 1968 unp. col. illus. $3.60. Picture book on the story of the Three Wise Men. Colorful illustrations. E

SILENCIO EN EL BOSQUE. Mussons, Monserrat. La Galera [1968] unp. col. illus. $1.14. When the lark is made queen of the forest she orders all animals to sing her song only. Suddenly the forest is silent. Section of projects and ideas at the end of the book. Useful for teachers. E-I

SNOOPY, VUELVE A CASA. Schulz, Charles M. Holt, Rinehart and Winston 1969 unp. illus. $1.50. (P). Spanish translation of "Snoopy, Come Home". I

SOLO DOS ROBOTS? Bruckner, Karl. Anaya 1966 202p. $1.14. Russians and Americans make two robots which go together on a peaceful mission to the moon to explore. I

TEATRO HISTORICO INFANTIL. Berdiales, German (A). Kapelusz 1958 225p. $1.30. Twenty short historical plays. YA I-A

TITERES CON CABEZA. Gassest, Angeles. Aguilar 1967 83p. col. illus. $3.40. How to prepare a puppet show. Six plays included. I

TOBY TYLER. Disney, Walt. Gaisa 1968 60p. col. illus. $2.29. Toby Tyler goes to the circus where he becomes a famous horseback rider. I

EL TREBOL DE PAPEL. Santillana 1969 5 vol. col. illus. Manual arts in different materials. Each volume includes both simple and more complicated objects to build. I-A

LA VIDA EN EL MUNDO ANTIGUO. Winer, Bart. Mas-Ivars 1970 160pp. col. illus. $5.64. The life of ancient people in Mesopotamia, Egypt, Iran, Crete, Greece and Rome. I-A

LA VIDA EL RENACIMIENTO. Gail, Marzieh. Mas-Ivars 1970 160p. col. illus. $5.64. A good introduction to the European Renaissance. I-A

LA VIDA EN LA EDAD MEDIA. Williams, Jay. Mas-Ivars 1970 160p. col. illus. $5.64. A lively and colorful survey of life in the Middle Ages: the villages, towns, castles, monasteries, churches. Very good illustrations, including works of art from the period. I-A

YO SOY EL AMARILLO. Gargante, Jose and Maria Luisa Jover. La Galera 1968 unp. col. illus. $1.57. Through the color yellow, children can discover the things around them. E-I

YO SOY EL AZUL. Jover, Maria Luisa and Jose Gargante. La Galera 1969 unp. col. illus. $1.57. The color blue and where it can be found. Exercises at the end of the book. E-I

YO SOY EL ROJO. Gargante, Jose and Maria Luisa Jover. La Galera 1968 unp. col. illus. $1.57. Many things are red in life. Children play to find the color red around them. E-I

ZORRITO Y SU BURRO. Vavra, Robert. Timun Mas 1968 unp. col. illus. $2.43. Zorrito wins a donkey at a pinata party and the two become inseparable friends. Good views of rural Mexico. Beautiful photo illustrations. E-I

ADULT BOOKS

ANTOLOGIA. Buesa, Jose Angel. Minerva 1969 344p. col. illus. $6.50. The romantic popular poetry of the Cuban Buesa. YA I

ANTOLOGIA DE LA POESIA HISPANOAMERICANA. Caillet Bois, Julio (S). Aguilar 1965 $19.20. Comprehensive anthology of Hispano-American poetry from Pre-Columbian times to 1955. Arranged by periods with author and period indexes. YA A

ARTES PLASTICAS DE LATINOAMERICA. Lopez Chuhurra, Osvaldo. Santillana 1968 126p. col. illus. $1.79. The plastic arts in some parts of the Americas from the Pre-Columbian times to the present. Emphasis on Incan, Mayan and Aztec Cultures. YA A

LA BOLA DE CRISTAL. Montgomery, Ruth. Grijalbo 1966 218p. The incredible history of a popular fortune-teller. YA I

BREVE HISTORIA DE LA MUSICA. Subira, J. and J. Casanovas. Daimon 1964 243p. illus. $1.86. Description of different periods of music from Ancient times to Modern, with a chapter on music of the future and a list of records that should be in every good record library. YA A

CANCIONERO CUBANO. Barbajo, Antonio (S). Language Research Press 1968 36p. $0.60. (P). A good selection of lyrics of popular Cuban songs. YA I

CARIBE AMARGO. Baeza Flores, Alberto. San Juan 1970 210p. $3.00. Short stories, most of them with a Cuban setting, of the Castro revolution. MA

CIEN ANOS DE SOLEDAD. Garcia Marquez, Gabriel. Sudamericana 1968 351p. $2.30. (P). One of the best novels of today. American cultures with their myths are found in it. MA

COCINA INTERNATIONAL. Dona Elena. Press Service 1967 397p. $1.25. (P). A good selection of recipes from many countries but especially from the Latin American and Spanish cuisine. YA I

CUBAN SLANG/TESAURO DE CUBANISMOS. Carbajo, Antonio (C). Language Research Press 1968 48p. $1.00 (P). A selection of the most colorful Cuban expressions interpreted in English. YA I

DIARIO DE UNA TRAICION. Ruiz, Leovigildo. Indian Printing 1970 398p. illus. $3.00. (P). A daily account of happenings and revolutionary laws in Cuba during 1960. YA I-A

DICCIONARIO DE MECHANICA BISUALIZADO. Saiz, M. Minerva 1968 197p. illus. $6.50. Clear and concise explanations of mechanical terms. YA I-A

DIEZ ANOS DE REVOLUTION CUBANA. [Puerto Rico. Universidad Interamericana. Forum]. San Juan 1970 169p. $3.00 (P). An account of the Cuban revolution in several fields, as literature, plastic arts, agrarian reform, etc. A

DOCE DEL PATIBULO. Nathanson, E. M. Grijalbo 1966 451p. Twelve American prisoners get their chance to become heroes. A

EL DOCTOR RAMON EMETERIO BETANCES: SU VIDA Y SU OBRA. Suarez Diaz, Ada. Ateneo Puertorriqueno 1968 53p. The life of one of the best known Puerto Rican politicians and writers who worked for the independence of Puerto Rico and Cuba. YA A

LAS 2,000 PALABRAS USADAS CON MAS FRECUENCIA EN INGLES. Dixson, Robert J. (E). Regents Publishing 1956 64p. (P). Useful list of common words. YA I

ESSENTIAL SPANISH IDIOMS. Carbajo, Antonio. Language Research Press 1966 40p. $1.00. (P). Spanish idioms translated into English and illustrated with samples. YA I

GRANDES PERSONAJES DE LA LITERATURA. Nieto, Ramon and Francisco Ribes. Santillana 1969 188p. col. illus. $1.79. Presentation of a group of the most famous characters in Spanish and Hispano-American literatures. ALL A

HIDALGO EL LIBERTADOR Y SU EPOCA. Cue Canovas, Agustin. Libro Mex 1966 166p. $1.20. (P). The life of a hero of Mexican Independence. YA A

HISTORIA DE NUESTRAS CALAMIDADES. Arana Soto, S. San Juan 1968 210p. $3.00. History of Puerto Rico giving emphasis to the small details from its discovery to the beginning of the 20th Century. YA A

LA HISTORIA DE SAN MICHELE. Munthe, Axel. Juventud 1965 353p. $0.86. (P). The well known novel in all languages, "The Story of San Michele". YA A

UNA ISLA EN HARLEM. Manrique, Manuel. Alfaguara 1965 298p. $1.57. (P). Antonio Acosta, a Puerto Rican goes to New York to start a new life and struggle for integration. I-A

EL JIBARO DE PUERTO RICO: SIMBOLO Y FIGURA. Laguerre, Enrique and Esther M. Melon. Troutman Press 1968 249p. $7.95. A study of the presence of "el jibara" in the Puerto Rican literature. "Jibaro" is what the Puerto Rican peasant is called. YA A

JUEGOS PARA TODOS. Verdejo, Carmina. Ramon Sopena 1966 683p. illus. $5.50. Comprehensive list of all types of games for children and adults with easy explanations. ALL A

LAS LANZAS COLORADAS. Uslar-Pietri, Arturo. Losada 1949 192p. $1.00 (P). The forces of war and virgin land together give power to this novel about the Venezuelan Independence. A

LECTURAS PUERTORRIQUENAS: POESIAS. Arce de Vazquez, Margot; Laura Gallego and Luis Arrigoitia. Troutman Press 1968 445p. $10.95. Works of some of the most noted Puerto Rican poets with annotations and author's notes. A

LECTURAS PUERTORRIQUENAS: PROSA. Arce de Vazquez, Margot and Mariana Robles de Cardona. Troutman Press 1966 422p. $7.50. Biographical sketches, critical notes and some selections of works of well known Puerto Rican writers of the XIX and XX centuries. A

LEYENDAS DE GUATEMALA. Asturias, Miguel Angel. Losada 1970 169p. $1.00. (P). The American and Spanish myths and legends are given new life with Asturias' style and language. YA MA

LIBRO ALMANAQUE "ESCUELA PARA TODOS" 1971. Institute Centroamericano de Extension de la Cultura "ICECU" 199p. illus. $0.25. (P). Almanac popular in all of Latin America with all kind of information, stories, etc. designed for slow-readers. YA E-I

EL LIBRO PUERTORRIQUENO DE NUEVA YORK/HANDBOOK OF THE PUERTO RICAN COMMUNITY. Ribes Tovar, Federico. Plus Ultra Educational 1970 496p. illus. A good book full of factual information. Bilingual text. ALL I

LA LITERATURA CUBANA. Lazo, Raimundo. Universidad Nacional Autonoma de Mexico 1965 254p. $2.50. (P). History of Cuban literature from its beginning to 1964, by one of the most respected authorities in the field. YA A

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LA MUSICA FOLKLORICA DE PUERTO RICO. Lopez Cruz, Francisco. Troutman Press 1967 203p. illus. music $10.95. Study and presentation of the folk-music of Puerto Rico in all its different forms. YA A

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POESIAS CUBANAS DE AMOR. Carbajo, Antonio (s). Language Research Press 1969 34p. $0.60. (P). Popular selection of Cuban love poems. YA I

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EL SEXO DEBIL A TRAVES DE LA HISTORIA. Guillen Barrios, Virginia. Costa-Amic 1963 134p. illus. $2.00. (P). Hilarious stories of famous women where the Latin American wit is present. I-A

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"TALA". Mistral, Gabriela. Losada 1968 167p. $1.10. (P). A group of poems by the Nobel prize winner. YA I-A

TELEVISION EN NEGRO Y EN COLOR. Salas, R. Santillana 1969 101p. col. illus. $1.43. Very good account of how television was started. The inside story; its workings and future. ALL I-A

TU BIBLIOTECA. Diaz Plaja, Aurora. Santillana 1968 93p. $1.43. Clear introduction and explanation of how to organize a personal library or understand a public library. ALL A

EL VALLE DE LAS MUNECAS. Susann, Jacqueline. Grijalbo 1967 407p. The story of three women who reach stardom in New York. Their struggles, aspirations and deceptions. A

VIDA CON FICASO. Gilot, Francoise and Carlton Lake. Bruguera 1965 351p. $2.86. Intimate picture of life with Picasso. A

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A Guide to Materials Relating to Persons of Mexican Heritage in the United States compiled by the Inter-Agency Committee on Mexican American Affairs in March, 1969. Includes: books, reports, hearings, proceedings, periodical literature, listing of currently published periodicals, bibliographies, audiovisual materials and their distributors, and Spanish language newspapers and radio and television stations.

ARTICLES AND SPEECHES

A Commitment For A Foundation For the Spanish-Speaking Child by Herb Ibarra, points out that success for Mexican Americans, as well as all students, depends on a firm foundation in school.

Language Instruction and Intergroup Relations by Manuel H. Guerra is an analysis of language instruction to Spanish-speaking learners in California public schools, in relation to the search for better intergroup relations.

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Value Conflicts Experienced By Mexican American Students, by Manuel Ramirez, III. Discusses problems caused by cultural conflict.

Federal Programs To Improve Mexican American Education, U.S. Office of Education, Washington, D.C.

A Hot Line To Tomorrow, by Dr. James A. Turman, delivered at the National Conference on Educational Opportunities for Mexican Americans.

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Cowboys, Indians and American Education, an address by Harold Howe II, former U.S. Commissioner of Education, at the National Conference on Educational Opportunities for Mexican Americans, Austin, Texas, April, 1968.

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North From Mexico by Carey McWilliams: a sketch of Chicano social history, $2.95.

Delano by John G. Dunne: a sketch of the issues and events of the farmworkers strike based in Delano, $1.95.

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Labyrinth of Solitude by Octavio Paz; one of the leading Mexican writers depicts the temperament philosophy, and spirit of La Raza, $1.95.

I Am Joaquin, an epic poem of the Chicano by Rodolfo "Corky" Gonzales, leader of the Crusade for Justice movement in Denver, Colorado, $2.00.

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Directory of Consultants on Migrant Education, published by the U.S. Office of Education, lists migrant education consultants who are qualified and available to help state and local educational agencies develop plans and approaches to effectively educate children of migratory agricultural workers. U.S. Office of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202.